



### Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>TEEN 'ZINE</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>WESTCHESTER</u>
District No.	<u>92.5</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>ELIZABETH ROBERTSON</u>	* <u>erobertson@sd925.org</u>
* <u>SALLY KUHN</u>	* <u>skuhn@sd925.org</u>
*	*
*	*
*	*
School Name	<u>WESTCHESTER MIDDLE</u>
School Street Address	<u>4620 NORFOLK</u>
School City, State, Zip	<u>WESTCHESTER, IL 60154</u>
School Phone Number	<u>708-430-2735</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>Paula Krecun</u>
Nominator's Phone #	<u>708-450-2735</u>
Best Contact Time	<u>8:00 AM - 4:00 PM</u>
Nominator's Email	<u>pkrecun@sd925.org</u>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2<sup>nd</sup> Floor, Bellwood, IL 60104

**Stilgebauer 2009 Submission****Title: Teen Scene 'Zine: From Conception to Creation**

Elizabeth Robertson, Language Arts

Sally Kuhn, Technology

Westchester Middle School, Westchester Illinois

**Project Abstract:** Ms. Robertson's sixth grade "Stars" research, write, edit, format, publish and distribute magazines in this student driven project. Teams work in collaboration and delegate responsibilities within deadlines to construct articles, advice columns, recipes and advertisements of interest to peers. Color magazine covers with titles such as *The Eye of the Liger* and *The Teen Scene* are created with <http://bighugelabs.com/> to attract and target their demographic. The finished product is distributed, divided and compared among the other teams and saved as a PDF to upload to the school website. Student objectives included:

- Interact and collaborate with Team members
- Research, disseminate, analyze and edit information into rhetorical and persuasive modes of writing
- Understand writing mechanics from rough draft to published article
- Communicate and articulate ideas effectively to peers

**Grade Level:** Middle School

**Subject Area:** Language Arts, Technology

**Technology Resources:** Computer, Microsoft Office, Internet Connection, Camera, Color Printer, Online Websites

**Illinois State Standards/English Language Arts**

**2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.

**3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

**3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

**3.C.3a** Compose narrative, informative, and persuasive writings (e.g., *in addition to previous writings*, literature reviews, instructions, news articles, correspondence) for a specified audience

**1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.

**1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.

**NETS****1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

#### **Process:**

The students began the project by going to the library to research their short assignment list for 2 magazine expository articles each. Articles included ads and two column articles which were constructed off of Word templates. Expectations were created for each team. Students sat in their designated teams, worked with topics and titles, and began to write the body structure of rough drafts. After the rough drafts, students sat with Ms. Robertson for editing on multiple occasions and to discuss and plan their typing during lab time. Each magazine article had to have an advertisement on each page, as well as a table of contents and cover. Within the process the learners read and analyzed identifying qualities of a persuasive essay. After the articles were written, the advertisements were compiled and the title page planned with thought to attracting people to the magazine with interesting titles and subtitles. Shared folders were created for each team to save into with a final folder for the end product. Paying attention to naming and resaving from the templates and into the correct folder was a challenge for some students. Teams gathered for their “cover shots” which included the occasional crossed eyes and funny faces which they had to live with. After printing, team members collated the magazines and distributed it to their classmates. It was also saved as a PDF for web upload.

**Integration:** This was basically a middle school version of Desktop Publishing 101.

Technology was integrated into every aspect of the project from the initial editing in Word and online covers to the final printout and subsequent PDF.

**Reflection:** Students were able to interact and collaborate with team members. The magazines contained Middle School interests including “interviews” with Taylor Swift and Twilight Stars, How To Make A Cinnamon Donut recipe, “Ask Polly” advice column and ads created for Nintendo Wii, Juicy Couture and Ipods. Some students needed more time with writing, editing, searching and saving quality pictures. All in all, they were very excited and invested in the project.

#### **Differentiation:**

- Guided reading groups by level and heterogonous to assist different learners
- Guided Writing groups to accomplish goals of rubric and expository expectations
- Guided assistance on ELL with instructor
- Scaffold with ELL strategies